

**UTAH STATE OFFICE OF
EDUCATION**

REQUEST FOR PROPOSALS

**SUPPLEMENTAL EDUCATIONAL
SERVICE PROVIDERS**

**No Child Left Behind Act of 2001
Section 1116 (e) (1)**

For the 2010-2011 School Year

Applications accepted 2/1/11 to 3/11/11

INFORMATION CONTACT:

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Background

As part of the federal **Elementary and Secondary Education Act (ESEA) as amended in 2001**, any school that is in its second year of School Improvement, Corrective Action, or Restructuring shall arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success. The provider is to be selected by the parents in cooperation with the school district of residence and approved for that purpose by the State educational agency [Section 1116(e)(1)].

Purpose

This Request for Proposals is issued to select the providers of supplemental services that will be included on the Approved Supplemental Services Provider (ASSP) list. This is not a competitive grant in that as many providers can be included in the ASSP list as meet the criteria specified below. The list will be maintained by the Utah State Office of Education and will indicate which of the approved providers offer supplemental services in each school district.

ESEA requires that the state promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. The state approved list will be updated once annually. Providers of supplemental services can also be removed from the list subject to the conditions specified below.

It is expected that instruction will be primarily in the areas of reading and math in order to help students achieve Utah's standards, as demonstrated by improved scores on the Criterion Reference Test (CRTs). Adequate Yearly Progress (AYP) is calculated for both reading and math in all public schools.

Eligibility Requirements

To be included on the 2011-2012 approved list of supplemental services providers, applicants must meet the following criteria:

- Have a demonstrated record of effectiveness or have a high probability of increasing student academic achievement.
- Provide supplemental educational services that are consistent with the instructional strategies of the Local Educational Agency (LEA) and aligned with the Utah Core Curriculum and with the Core Standards and Objectives (available on the web at: <http://www.uen.org/core/>).
- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and help them attain proficiency in meeting the State's academic achievement standard. Reading instruction must be scientifically based, proven to be effective, and include the National Reading Panel Report criteria(www.nifl.gov)
- Be financially sound.
- Provide instruction that is secular, neutral and non-ideological.
- Meet all applicable Federal, State, and local health, safety, and civil rights laws.

Eligible Service Providers

The term Provider is defined as a non-profit entity, a for-profit entity, or a school district. Entities eligible to apply to provide supplemental services may include, but are not limited to:

- Community agencies
- Charter schools
- Private schools
- Individuals
- Public schools (unless identified as being in need of improvement)
- Public School Districts
- Libraries
- Community colleges
- Universities
- Private companies
- On-line schools
- Even Start programs/21st Century programs
- Regional Educational Service Centers
- Faith-based organizations

Responsibilities of the Approved Provider

Entities included on the Approved Supplemental Services Provider list are required to do the following:

- √ Ensure that the instruction provided is aligned with Utah student academic achievement standards and in the case of a student with disabilities, is consistent with the student's Individualized Education Program under section 614(d) of the Individuals with Disabilities Education Act. The instructional content and methods do not have to be identical to those of the district but must share a focus on the same State academic content and achievement standards and be designed to help students meet those standards;
- √ Providers may not refuse services to a student based on academic standing or identification as a special needs student or English Language Learner;
- √ Provide parents of children receiving supplemental educational services and the appropriate school with information on the achievement progress of the children in a format and, to the extent practicable, in a language that such parents can understand;
- √ Ensure all employees who will interact with students will be fingerprinted and background checked pursuant to Utah teacher licensure procedures;
(<http://www.schools.utah.gov/cert/other/Fingerprinting.htm>)
- √ Agree to abide by the Education Industry Association's Code of Professional Conduct and Business Ethics, which is on the USOE website:
<http://www.schools.utah.gov/TitleI/School-and-District-Improvement.aspx> ;
- √ Assist the State in monitoring the effectiveness of the tutoring program;
- √ Enter into an agreement with the local school district that includes:
 - A statement of specific achievement goals for each student receiving Supplemental Educational Services based upon the child's specific educational needs
 - A description of how the student's progress will be measured
 - A timetable for improving achievement
 - In the case of a student with disabilities or a student covered under Section 504, the Supplemental Educational Services plan must be consistent with the student's individualized education plan under Section 614(d) of the IDEA or the student's individualized services under Section 504

- The amount of instructional time to be provided
- The location where services will be provided
- The means of transporting children to the place of instruction, if the services will be provided in a location other than student's school
- A description of how the student's parents, teacher(s) and school district will be regularly informed of the student's progress
- Provisions with respect to the making of payments to the provider by the school district
- Provisions for the termination of such agreement
- An assurance from the provider that the identity of any student eligible for or receiving Supplemental Educational Services will not be disclosed without the written permission of the parents of the student
- A description of the research based program to be utilized with specific references
- The qualifications of staff responsible for the delivery of the instructional program

Districts are not required to provide space or resources (i.e., staff, computers, copies, facilities). A provider may contract with a district if the district chooses to enter into an agreement with a provider to supply such items, however, a district may require fees for use and the provider must ensure that there will be onsite supervision of students at all times.

Responsibilities of the School District

Qualifying school districts are required to:

- √ Identify eligible students. Eligible students are all students who attend Title I schools in their 2nd year of School Improvement, in Corrective Action, or in Restructuring. If funds are limited, a district must give priority to the lowest achieving eligible students;
- √ Notify parents annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) of:
 - The availability of Supplemental Educational Services
 - The approved providers whose services are within the school district or whose services are reasonably available in neighboring school districts
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider;
- √ Contact providers selected by the parents and enter into a contractual agreement on behalf of the student;
- √ Together with the parent and the chosen provider, complete a statement of specific achievement goals for each student receiving Supplemental Educational Services based upon the child's individual educational needs;
- √ Assist the State in monitoring the effectiveness of the tutoring services;
- √ Monitor the "Responsibilities of the Approved Provider" listed above

Districts are not required to provide transportation to those services offered away from the school location.

Role of Parents

Parents are responsible for:

- √ Contacting the school personnel identified in the Supplemental Educational Services Information letter sent home by the school district within the time specified
- √ Choosing a provider for their student from all Supplemental Educational Service providers identified by the State for the area served by the school district
- √ Developing and identifying specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement with the school district and provider
- √ Ensuring that their child attends the program regularly

Funding and Duration

The school district is responsible for paying the provider for services rendered from its Title I, Part A allocation. The statute limits the per-student cost for Supplemental Educational Services to a maximum amount based on the district's allocation under Part A of Title I or the actual cost of the Supplemental Educational Services, whichever is less. The expenditure limit per-student for Utah districts ranges currently from roughly \$500 to roughly \$1300, and will be adjusted again for the 2010-2011 school year. The list of 2009-2010 per-child amounts may be accessed on the USOE website <http://www.schools.utah.gov/TitleI/School-and-District-Improvement.aspx>. When Title I allocations for 2011-2012 are finalized, the website will be updated.

A district must continue to offer Supplemental Educational Services until the school(s) is no longer on school improvement according to the requirements of ESEA.

Monitoring

The Utah State Office of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic achievement level of students to whom they provide services. Academic achievement shall be determined by the percentage of students served who reach the proficiency level on the UPASS tests at the end of each school year. USOE monitoring will be conducted through contact with local school districts to ascertain an evaluation and demonstration of the effectiveness of providers. **A violation of any of the above referenced Provider responsibilities, any contractual agreements made with a school district, or a violation of any of the stipulations in the Assurances constitutes grounds for immediate removal from the state approved list.** A link to the monitoring tool may be accessed on the USOE website: <http://www.schools.utah.gov/TitleI/School-and-District-Improvement.aspx>.

Reporting

At the end of each school year, the provider is expected to submit to the district and to the Utah State Office of Education a final written report that summarizes the academic progress, according to the measurement tool(s) used by the program, of all students provided with supplemental services. In the September following, the district will submit its own report on the progress made by the same students toward reaching proficiency on the Utah State Criterion Referenced Tests. The information gathered from these reports, as well as a district satisfaction survey, will be used to help determine if a provider will remain on the state approved list.

Providers will be required to report on the following:

- Total number of students served, by subject area
- Number of English Language Learners and Special Education students served
- Average number of hours students received services
- Average number of sessions attended by students
- Progress made toward achieving individual student goals, as outlined in student plan
- Curriculum and measurement tools used
- Number of times parent was notified of progress

Application Process and Timeline

Proposals will be accepted between February 1, 2011 and March 11, 2011, and approvals will be determined and providers notified in May 2011. To be considered, **all proposals must arrive by 5 PM on Friday, March 11, 2011.**

Please refer to the list on the following page to ensure that your RFP is complete before submitting. Applicants will be notified by phone or email by 5 PM on Monday March 11, 2011 if their completed RFP was received.

Please send submissions to:

**Ann G.White
Utah State Office of Education
250 East 500 South PO Box 144200
Salt Lake City, UT 84114-4200**

The Approved Supplemental Services Providers list, currently posted on the USOE website, will be updated regularly. Applicants that do not meet the qualifications will be notified and may reapply in the future. Upon request, the reasons for denial will be provided to the applicant.

Required Format

Please use the application form attached to this RFP. Please provide the information in the order indicated on the application form and instructions. In addition:

- All pages must use type no smaller than 12 pt., and have 1” margins.
- Use a document footer with the entity name and page numbers.
- Label each section of the narrative according to the elements in the RFP Rubric.
- Please limit the number of pages in the narrative to 10 pages.
- Allowable attachments are limited to letters of reference and brochures describing the services provided. **Proposal reviewers will not be required to read additional attachments.** Attachments such as CDs, videotapes or other multimedia productions cannot be accommodated.

A complete application packet includes:

- ☐ Completed Application Cover sheet
- ☐ Completed Services Summary Chart
- ☐ Signed Assurances Form
- ☐ Program Narrative (Use the Supplemental Educational Services Rubric as a guide)
- ☐ Allowable Attachments

APPLICATION COVER SHEET

Name of Entity _____

Address _____

City _____

State _____

Zip _____

Phone _____

Fax _____

Name of Contact Person _____

E-mail _____

Proposed Location of Services: _____

Geographic limitation. Our organization can provide services to:

All school districts in Utah: Yes _____ No _____

To only the following areas: (Please list the potential school districts you will plan to serve)

For Profit Company _____ Non-Profit Organization _____ Individual _____

Please address the following criteria in a **Program Narrative** of no more than 10 pages. Refer to the RFP Rubric at <http://www.schools.utah.gov/TitleI/School-and-District-Improvement.aspx> for further explanation.

1. Describe the program that will be offered and how the content is aligned with Utah Core Curriculum content and the Core Standards and Objectives.
2. Indicate who will be teaching in the program, their qualifications, and the ongoing support they will receive. Attach a statement indicating that proof of a background check for each employee working with students is on file.
3. Describe the scientifically based research which demonstrates that this is an effective method to increase student achievement.
4. Provide evidence of the program's effectiveness. Include data, especially Utah CRT test results if available, that supports student academic progress.
5. Describe how the program will be regularly monitored for effectiveness.
6. Delineate how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
7. Describe how the school and parents will be notified of the student's progress (in their native language, if necessary).
8. Indicate the pricing structure for providing supplemental services, and provide evidence of financial soundness.

Service Summary Chart

(Please limit responses to one word or short phrases. This information will be used in the compilation of a statewide master chart for parents and local school districts.)

Name	
Contact Information	
Utah school districts served	
Proposed location of service delivery	
If service delivery is not at the student's school, is transportation provided, and is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)	
Describe instructors' training	
Minimum # students to provide services	
Individual or small group (maximum # in small group)	
Length of each tutoring session	
Number of sessions per week	
Cost per session	
Grade levels served	
Tutoring available in Reading and/or Math	
Title of tutoring curriculum utilized	
Research based evidence of effectiveness	
Reporting to parents & school (format, frequency, method of communication)	
Are services available to diverse populations? (i.e.; Special needs students, English language learners)	
Has this provider ever been removed from another state's approved SES list? Cite the state and reason for removal.	

Assurances and Signatures Form

In submitting this application to be included in the Utah State Office of Education Approved Supplemental Services Provider List, I certify that:

1. Educational services will be provided consistent with all applicable federal, state, and local health, safety, and civil rights laws;
2. Instruction provided and content used by the provider are consistent with the instruction provided and content used by the local education agency and State and are aligned with State academic achievement standards;
3. All employees in the program who will interact with students have been fingerprinted and background checked pursuant to Utah teacher licensure procedures and will have been approved to work with children;
4. All content, materials, instruction and the setting in which it is delivered are secular, neutral, and non-ideological;
5. All qualified children whose parents request services from the organization will be served equally, without restriction;
6. The provider will not disclose to the public the identity of any student eligible for or receiving Supplemental Educational Services without the written permission of the parent or guardian;
7. The provider will regularly inform parent or guardian of the student and appropriate local education agency personnel of the student's progress toward increasing achievement. This information will be in a form and, to the extent practicable, a language the parents can understand;
8. The provider will maintain accurate and complete student records of attendance and assessments of progress and will make these available to the parent or guardian and to appropriate district personnel upon request;
9. The provider will abide by the Education Industry Association's Code of Professional Conduct and Business Ethics, which can be accessed at: <http://www.schools.utah.gov/TitleI/School-and-District-Improvement.aspx>
10. The provider will abide by all terms of the contracts drawn up with the local education agencies;
11. The provider is financially stable and will be able to complete services to the student and the school;
12. The provider will not apply additional admission criteria on eligible students.

Signature

Title

Date